COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7610--Child and Adolescent Psychopathology
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Fall 2014
COURSE LOCATION: COHN 125
DAY/TIME: Wednesdays; 4:30-7:15
INSTRUCTOR: Dr. Jina Yoon
OFFICE: 335 College of Education
TELEPHONE: 313-577-1427 (Dept. 577-1614); e-mail: jyoon@wayne.edu
OFFICE HOURS: Mon. 2:00-4:00; Wed. 2:00-4:00; and by appointment

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to provide students with a solid grounding in psychopathology of children and adolescents through consideration of theoretical contributions, research findings and clinical case materials. The application of theoretical/empirical research to practice will be emphasized. Treatment issues will be briefly reviewed for each disorder.

The objectives of the course are for students:
1. to acquire a solid foundation of knowledge on theory and research in child and adolescent psychopathology;
2. to gain in-depth understanding of epidemiology, comorbidity, family/social/cognitive correlates, biological findings, and developmental trajectory;
3. to understand critical issues of classification, diagnosis and assessment; and
4. to learn DSM-V classification system

REQUIRED TEXT
3. Additional readings assigned.

Optional materials:
EXAMINATIONS
Two exams will be given in this course. Make-up exams are not allowed unless students provide me with university-authorized documentation. Students are responsible for making arrangements for a make-up exam. If you become ill or have a car accident, you need to report that you will miss the exam and must reschedule. If you know in advance that you will miss an exam, you must make arrangements to take the exam before the scheduled date.

QUIZ
There will be 10 quizzes throughout the course. On the tentative schedule, you will find topics in bold and quiz number/s. Each week the class will start with a quiz, followed by self-grading and class discussion. The purpose of these quizzes is to familiarize you with the DSM-IV criteria for major psychological disorders of children and adolescents.

POSITION PAPER
In this course, you will learn a number of psychological disorders with respect to diagnostic criteria, etiology, prevalence, etc. The first chapter of the Mash and Barkley book presents a comprehensive discussion of developmental psychopathology. Students are required to write a 10 page position paper that addresses the following questions: What is your understanding of developmental psychopathology? What are some critical issues to be considered in understanding a childhood disorder based on a framework of developmental psychopathology? Why do children develop certain disorders? What will be your future orientation in assessing and treating children and adolescents? DO NOT use these questions as the headings of your paper. Instead, develop an integrated statement of your perspectives and orientations. It is important to articulate how these perspectives and orientations guide the way you evaluate and treat children and adolescents. The paper should be a product of your reflective process after a semester long learning of different disorders.

This paper will be evaluated based on:

Full consideration of critical issues in developmental psychopathology (30 points)
Good understanding of etiological underpinning and theoretical perspectives (30 points)
Good articulation of future orientation in assessment and treatment (30 points)
Appearance, format, writing and grammar (10 points)

Miscellaneous paper specifications:
Papers must be typed and double-spaced with reasonable margins, e.g., 1 inch on left and right. Use a reasonably sized font. For example, 12-point Times New Roman looks most professional. Assign a title to your paper and place it at the top of the first page with your name in the upper right corner. Do not use a cover sheet or plastic covers. Staple the upper left corner.

PRACTICUM ASSIGNMENTS
Students are required to obtain practicum experiences in a self-contained Emotional Impairment (EI) classroom and a self-contained Autism Spectrum Disorder (ASD) classroom. Students should make their own contacts with schools and locate their own placements. Please contact the instructor if there is a problem locating a placement. In each classroom, students need to spend one full day (6-7 hours) or two
half days and learn about student characteristics, instructional processes and classroom ecology (physical, psychological and social climate). Students are expected to participate in each classroom, functioning as paraprofessionals and get directly involved in working with students. A three page report from each classroom is required. The report should include what students observed in terms of behaviors, learning patterns, class routines, physical and social environment, teachers’ methods of instruction, behavior management, etc. The report should include students’ impression supported by their observational data, instead of just listing what they saw in classrooms. Please submit your reports by on October 1st (or October 8th).

**FINAL GRADES**

Your final grade will be calculated out of a possible 400 points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Position paper</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
<td>50 (5 points/quiz)</td>
</tr>
<tr>
<td>Practicum reports</td>
<td>50 (25 points/report)</td>
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Total 400

The following grading scale will be applied:

- A  93+
- A- 90-92
- B+ 87-79
- B  83-86
- B- 80-82
- C+ 77-79
- C  73-76
- C- 70-72
- E  <69

**ATTENDANCE**

Students are expected to attend class and to complete all assignments. Some materials presented in class will not always be covered in the textbook. Students are responsible for obtaining missed information including announcements and changes in class schedule.

**PROFESSIONAL BEHAVIOR**

Students are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these areas in this course. These skills (listed below) are critical to the development of successful psychology practitioners, and problems in these areas will require intervention by the instructor and/or the program directors.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

ACADEMIC DISHONESTY/PLAGIARISM

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provisions for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual students who find that their classes or examinations involve conflicts with their religious observances. They are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

STUDENT DISABILITY SERVICES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

○ WP will be awarded if the student is passing the course (based on work due to date) at the
time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

WAYNE STATE UNIVERSITY WRITING CENTER

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

TENTATIVE SCHEDULE
(N.B.: this schedule is subject to change)

Aug. 27: Introduction: Approaches to the Classification and Diagnosis of Psychopathology

Sept. 3: Critical Issues and Theories in Developmental Psychopathology
- CP Chapter 1
- DSM-V

Sept. 10: Adjustment Disorder and Early Onset Schizophrenia (quiz 1)
- DSM V
- CP Chapter 12

Sept. 17: Childhood Mood Disorders (quiz 2)
- DSM-V
- CP Chapter 5 and 6
Sept. 24: Childhood Anxiety Disorders (quiz 3)
   (1) DSM-V
   (2) CP Chapter 8 and 9

Oct. 1: Attention Deficit Hyperactivity Disorder (quiz 4)
   (1) DSM-V
   (2) CP Ch. 2
   (3) Practicum reports are due

Oct. 8: Oppositional Defiant Disorder and Conduct disorder (quiz 5)
   (1) DSM-IV
   (2) CP Ch. 3
   (3) 2nd deadline for practicum reports

Oct. 15: Test 1

Oct. 22: PTSD & Trauma (quiz 6)
   (1) DSM-V
   (2) CP Ch. 10 & 16

Oct. 29: Learning Disorders and Intellectual Disabilities (quiz 7)
   (1) DSM-V
   (2) CP Ch. 13 and 14

Nov. 5: Autism Spectrum Disorders & Disorders during infancy and Toddlerhood (quiz 8)
   (1) DSM-V
   (2) CP Ch. 11 and 15

Nov. 12: Eating disorders, Tic disorders, and Elimination disorders (quiz 9)
   (1) DSM V
   (2) CP Ch. 17 and 16

Nov. 19: Adolescent Substance Use Disorders
   (1) DSM-V
   (2) CP Ch. 4

Nov. 26: No CLASS (Thanksgiving)

Dec. 3: Personality Disorders in Children and Adolescents & Self-Injuries Thoughts and Behaviors (quiz 10)
   (1) DSM-V
   (2) CP Ch. 18 & 7
   (3) Position paper is due

Dec. 10: Test 2